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ABSTRACT

The manual directs Project Skill trainers in providing supervisors with concepts and methods of training mildly retarded and/or emotionally disturbed workers to perform at or above the minimum level expected of all a firm's employees. The role of the trainer using this manual is to set up and conduct activities which will provoke supervisors to look at and possibly change training methods to be more efficient. The supervisory training consists of two group sessions of approximately three hours. The manual offers detailed procedures for running each session and exercises to help emphasize training needs. The training concept acknowledges the special problems involved in training inexperienced or disadvantaged persons and is constructed so that the supervisor is constantly conditioned to apply common sense and accumulated experiences to this subject, toward the end of developing a more thoughtful and reasoned approach to training employees. The techniques include a brief film, group discussions, work sheet exercises, and other group exercises which will focus the attention and interest of the group. The teaching strategies are (1) to guide the supervisors into experiencing the idea of the session in their own ways and in their own terms, and (2) to guide them to a positive conclusion. (Author/AJ)

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Supervisor Training Manual

CE 004 828

PROJECT SKILL

APRIL 1975

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PURPOSE

The supervisory training has been designed as a significant component of Project Skill's training effort. The purpose of the training is to provide supervisors with concepts and methods of training mildly retarded and/or emotionally disturbed persons.

OBJECTIVE

The objective is to provide employers with workers who are performing at or above the minimum level expected of all employes.

TECHNIQUES

The techniques include a brief film, group discussions, work sheet exercises and other group exercises. At times you will give out information. At other times you will learn with the group. You may be a lecturer, counselor, or merely an observer. Your role is to set up and conduct activities which will provoke supervisors to look at and possibly change training methods to be more efficient.

CONTENT

The supervisory training presently consist of two group sessions of approximately three hours. These sessions are laid out in a recommended sequence, which may be rearranged at your discretion.

The training packet contains a manual with detailed procedures for running each session as well as exercises to help emphasize training needs.

PROCEDURES

In general, the strategy of each session is to provide you with a device - a film, a blackboard exercise, a work sheet exercise - which will focus the attention and interest of the group. The follow-on strategies are for you then: 1) to guide the supervisors into experiencing the idea of the session in their own ways and in their own terms; and 2) to guide them to a positive conclusion. This conclusion will be stated as the objective for the sessions at the beginning of each set of instructions.

You will find that there are optional modes of procedure. For instance, in some sessions where you are mainly giving out information, you may want to invite an informed guest to talk to the group and answer questions. In other instances, to achieve an objective, you may want to substitute an exercise entirely different from the one recommended. You should feel free to adapt the training to the needs of the group.

The training concept acknowledges the special problems involved in training inexperienced or disadvantaged persons. The training is so constructed, therefore, that the supervisor is constantly conditioned to apply common sense and accumulated experiences to this subject. Thus, one overall objective of the training is to develop a more thoughtful and somewhat more reasoned approach to training employes.

It is important that you close each session emphatically. Time your procedure so that a few minutes remain at the end of the session to wrap up the discussion. You may wish to summarize yourself, or you may feel that one of the supervisors can do this successfully. However you accomplish it, make certain that the session closes with a clear statement of what has been accomplished.

INTRODUCTION TO SUPERVISOR TRAINING

OBJECTIVE I

To focus the supervisors thinking on the differences in peoples' abilities and the need for training.

PREPARATION

1. Practice setting up the equipment for this session, and run the film as many times as you like until you are quite familiar with its content and until you are comfortable with the equipment.

2. Think through the impact of the film, particularily as you feel the supervisors may react. You will find that it is a sight and sound kaleidoscope of our culture as it effects our working life. There is a loose narrative thread - need a job, look for a job, find one, start to work, cope. Otherwise, it emphasizes the complexities, the distractions which sometimes create difficulties for people at all status levels, from worker to executive. In general the film says, "We're all in this together, and it's not easy". This is one of the points you want to make at the end of the session. You will want to communicate to the group that the training is planned to help them sort all of this out so they can conduct their working lives more effectively.

3. Look at the discussion questions which are suggested below in the procedural notes. Think them through. Rearrange them if you like. Add some of your own.

4. Prior to showing the film you will be greeting the supervisors, introducing yourself and orienting the group. Actually the film is intended to establish the intent of the training; you will want to show it almost immediately and describe the objectives afterward. However, give careful thought to the manner in which you will conduct the first session. It may well set the tone for the entire training program. Consider the degree of informality you wish to establish, consider the seating arrangement, the pacing of activities and your handling of details. Be sure you are well organized. You want to create a comfortable atmosphere.

   Since one of the overall objectives of the training is to guide the supervisors into a specific training design, you will want to establish a farily business-like tone. Conduct the session in a style that is comfortable for you, but be prepared.

5. Arrange for the introduction of staff and guest, and discuss with them the objectives you want to set during the training session.

6. You may want to start a "family album" of events. If this sounds like a good idea arrange for a member of the staff to make a few minutes of video or a few snap shots during the session.

7. Rehearse the session.

8. If the training program is done in one day be sure you have all of the equipment you need to conduct the training. List on page 25.

9. Just before the session begins set up the equipment as described above and position the film for immediate showing.

PROCEDURE

1. Greet the supervisors and introduce your self.

2. Call the group to order for introductory remarks. (These should be quite brief, since the film will serve as a basis for your description of the training.) If the film is unavailable omit steps No. #3 through 7.

3. Tell the supervisors they are going to see an unusual film.

4. Dim the lights and show the film.

5. Shut off the equipment and turn on room lights.

6. Begin to question the group about what they have seen and heard. Encourage them to say whatever they feel. During the first part of the discussion, do not attempt to guide their reactions or generalize about the meaning of the film. Simply explore with them the details they were impressed with. Allow them to ramble. If they do not respond immediately, you might stimulate discussion by asking individual supervisors some such questions as:

   What do you remember about the film?
   How did it make you feel?
   Did anything about it make you mad?
   Did anything about it seem especially true to life?
      What? Why?
   What kinds of people did you see?
   What were they doing?
   What music did you hear?
   What other sounds did you hear?

   Include everyone in the discussion, even those whose reaction you feel may be negative. You want to establish a pattern of full, free participation.

7. Toward the end of the discussion, begin to swing the talk around to the meaning of the film, as it is described above. At this point you might want to ask questions like:

   Did you see any ideas in the film?
   What ideas?
   Do you agree with them?
   Do they have anything to do with your world of work?
      e.g. your employing unit?
   Do they have anything to do with work? What do you mean?

   Guide the discussion toward the conclusion that everyone has to sort out his world and manage himself rather thoug' tfully in the world of work. It will be harder for the mildly retarded and/or restored emotionally disturbed person because of other inherent problems they have in managing their world of work.

→ 3. To emphasize the need for planned training shake and hand out towels to each member of the group. Ask them to fold the towels, do not give any directions for folding. Collect the towels and count the different ways they are folded. Discuss with the group how many different ways there are of training some one and how most of us do not have a pattern. Emphasize the need to know whether or not the training was thorough and whether it needs to be changed to assure success with the learner learning the task. You will want to bring out a point regarding the different ways people have of doing the same task as it relates to what they have done in the past.

9. Plan the discussion you are going to lead. You will want to impress the importance of the supervisors responsibility. Ask the group, "what is a supervisor?" While the group considers answers write the question at the top of the blackboard. Possible responses might be:

1. overseer
2. leader
3. person who gets the work done

Pick out of the laundry list the responses which bring out the following concept: "a supervisor is a person who must get a quality job done with the help of other people". Now ask the group, "What are the responsibilities of a supervisor?" Record the responses. Do not comment on the responses at this point! Possible responses could be:

1. get the job done
2. maintain quality work
3. be able to instruct
4. be able to get along with people
5. schedule work well
6. organize work well
7. use the best methods for handling the job

Ask the group, "What knowledge is necessary to be a supervisor?" Continue to record the responses. Possible responses could be:

1. understanding people
2. details of the job and good methods

Summarize very briefly to establish the definition of a supervisor as an instructor. Draw on the "instruction" item and ask the group, "What are some of the most common methods of instructing?" Responses could be:

1. showing
2. telling
3. demonstration
4. written

Define the short comings of showing and telling. Ask the group, does anyone know how to tie an underwriter's knot? All responses should be no. If anyone from the group says yes, ask him to refrain from commenting for the time being. Tell the group how to tie an underwriter's knot.

DIRECTION

Take a three foot piece of double strand wire, grasp it with the left hand forefinger and thumb at about six inches from one end. Use right thumb and forefinger and grasp the end of the wire and untwist the strands about six inches. Straighten the two wire strands to form a "V". With the right hand thumb and first two fingers grasp the right side of the "V" about three inches from the end, bend it clockwise downward and away. Then twist it back to the left forming a loop. Grasp the wire with the forefinger of left hand and hold it against other wire strand. This makes a half of a bow on the right side. Grasp left side of "V" wire at the end with right hand thumb and forefinger. Pull toward you at the same time twisting wire by rolling it counterclockwise with thumb and forefinger. At the same time bringing wire end to the right side of bow. A full bow has

been formed. Push the wire end on right through the right loop. Pull the left wire end through the left loop. Grasp both wire ends with right hand thumb and forefinger then pull upward making the underwriter's knot with two inches left at the end. Ask the group, "Would anyone like to tie the underwriter's knot?" The group will probably answer no. Ask the group why not. The responses may be:

1. Too fast
2. Too much
3. Did not show
4. No chance to ask questions

Show how to tie the underwriter's knot. Follow the process just covered, but by showing only.
Ask the group if anyone would like to tie the underwriter's knot? The group will probably again say no. Ask "why not?" Responses may be:

1. Don't know how
2. Didn't explain
3. Couldn't see
4. Too much

Ask the group, "How much is too much?" (You should give an illustration of communication confusion by some analogy such as: The traveler asking directions at a gas station.) Work to bring out the point that the average individual can absorb from three to six simple instructions before confusion begins.

10. You will want to emphasize that your program hires mildly retarded and/or restored emotionally disturbed persons and that they will probably take longer to learn the task they will be performing, but they can learn and past experience has shown that they perform at or above minimum efficiency as it is measured by the average employe. This is accomplished by a consistent training pattern. You will want to describe briefly the training pattern they will be learning in the second session as described below.

11. You will want to give the group a rest period before beginning the second session. Emphasis on how much is too much can be shown here by the statement, "the brain will hold only what the seat can endure".

The beginning of the second session will move into making the new employe feel comfortable about the new task he will learn. You might want to ask the group how they feel about doing something new, so that they begin to put themselves into the position of the learner. Spend enough time to make them aware of new employe feelings - you may even want to relate an incident you experienced.

You must be very careful to remember, you want to relay the message of how much greater each of the differences might mean to Project Skill people they will be working with! From this point, you will be doing three different things simultaneously:

1) giving the training pattern
2) showing the differences in people's abilities, using exercises with the group
3) discussing the main points thoroughly to provoke thought and affect change.

Prepare flannel board visual aids of:
1) Learning principles
2) Instruction pattern as discussed below

MOTIVATION

Before learning can take place an individual has to have a desire to learn. It becomes the role of the instructor to create interest in the job to be learned and develop a climate suitable to encourage learning to take place.

UNDERSTANDING

Once the desire to learn has been sparked then the material to be absorbed must be presented in such a manner that there is a complete understanding on the part of the learner and a clear picture communicated completely between the instructor and the learner.

PARTICIPATION

Understanding can only be made complete if the learner can become involved in doing the job himself. If he doesn't get involved he will retain only a small portion of that which he has learned.

APPLICATION

To help the learner keep the knowledge he has just learned he must be given the opportunity to apply that knowledge in a useful manner. If

we look back at subjects we took in school but don't use everyday -- how much do we remember compared to those subjects we do use.

PROCEDURE

Reconvene session with remarks covering the supervisors role and its importance in relation to effective training.

4-STEP APPROACH (ROLE PLAY)

Ask for a volunteer from the group to assist in the Role Play. Be sure that the person volunteering does not know how to tie the underwriter's knot.

Explain to the group what you mean by Role Play and set the scene for the demonstration. The instructor takes the role of the supervisor on the job and the volunteer acts as the new employe coming to a new job. The instructor should ask the group to observe him and be prepared at the end of the demonstration to point out what took place during the Role Play. The group should be asked not to pick on the volunteer.

Using the 4-step approach the instructor should Role Play teaching of the underwriter's knot in a small lamp company. (Some other project could be substituted here if wanted.)

After the demonstration develop a discussion with the group about what was happening in the Role Play. As the group responds to the instructor's questions of what took place, develop lists of the responses on the blackboard. Do this in such a way as appear loose even disjointed. As an example the following illustration might be used:

At this point it is important to use exercises that point out the differences in people's abilities, make sure you keep in mind mildly retarded and restored emotionally disturbed persons with whom you have come in contact. You may want to use specific incidents without names to highlight particular points. You will be doing two or three things simultaneously:

1) giving the training design
2) showing differences in people's abilities using exercises with the group
3) discussing the points thoroughly to provoke thought and affect change.

PREPARATION

Make up a flannel board presentation of the Learning Principles.

To learn:

1) a. Motivation
   b. Understanding

c. Participatior
d. Application

To instruct:
2) a. Prepare
b. Present
c. Tryout
d. Follow-up

GETTING READY TO INSTRUCT

Before giving instructions, however, there are some steps that must take place first.

TIMETABLE

Instructor should discuss the value of using a training timetable which is tailored to the job to be learned. Remembering that the average person can assimilate only 3-6 simple instructions at a time before becoming confused.
Using Sample # review with the group one real application of a timetable.

JOB BREAKDOWN

Sketch out Job Breakdown form on blackboard and explain to group about the labels used at the top of each column.

Major Steps	Key Points
(What did I do?)	(How did I do it?)

To explain the mechanics of the Job Breakdown the instructor can use the operation of opening a door. Do the breakdown on the board with the group helping determine which are major steps and which are key points. Use questions. This following sketch could be used.

Major Steps	Key Points
(What did I do?)	(How did I do it?)
1. Grasp knob	1. With hand
2. Turn knob	2. Twisting motion
	3. Watch for metal burrs* don't cut your hand
3. Open door	4. Pull open

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* #3 is safety factor which should follow the point it is applicable to.

INSTRUCTOR'S GUIDE ONLY

Point out that the Job Breakdown is only an outline or guide for the instructor to use when teaching the learner. IT IS NOT A SET OF WRITTEN INSTRUCTIONS FOR THE LEARNER TO USE. It does not matter if the learner sees the breakdown as the instructor should refer back to the breakdown as the instructor should refer back to the breakdown from time to time, but it isn't written for the learner.

TO INSTRUCT

When the discussion is completed use the flannel board presentation To Instruct materials to finish the flannel board presentation started earlier and to explain columns on the blackboard. (See Figure #4)

TO LEARN	TO INSTRUCT
Motivation	Prepare
Understanding	Present
Participation	Try Out
Application	Follow-up

PREPARE

Column #1 is labeled Preparing the Individual to Get Ready to Learn.

PRESENT

Column #2 is labeled Presenting all the Major Steps and Key Points in Job to be Learned.

TRY OUT

Column #3 Try Out lets the individual participate in doing the job.

FOLLOW-UP

Column #4 Follow-up builds self confidence in the individual and also allow the supervisor to check back from time to time for giving help if needs.

To summarize the training and the technique form a list of the things that should be done. The list might look like this:

1. Put him at ease.	1. Told him step by step.	1. He did it.	1. You left the room.
2. Told him about company.	2. Explained clearly.	2. You corrected his mistake.	2. Praised him.
3. Found out what he knew by asking about task	3. Did it again.		3. Told where to get help.

Review briefly the importance of proper planning in getting ready to instruct.

Leave ten or fifteen minutes after the review to summarize all of the supervisory training and what you have learned. Ask questions of the group to be sure that they have also learned the concept and what it is that they must do to take part in the hiring and training of mildly retarded and restored emotionally disturbed with some degree of success.

Close session by handing out completion certificates and thank the supervisors for attending.

Flannel board Visual aid patterns

Learning Principals

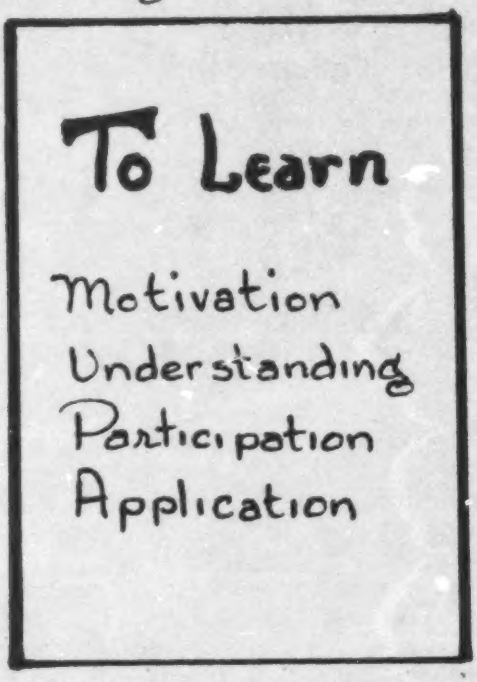


Figure I

Instruction Pattern

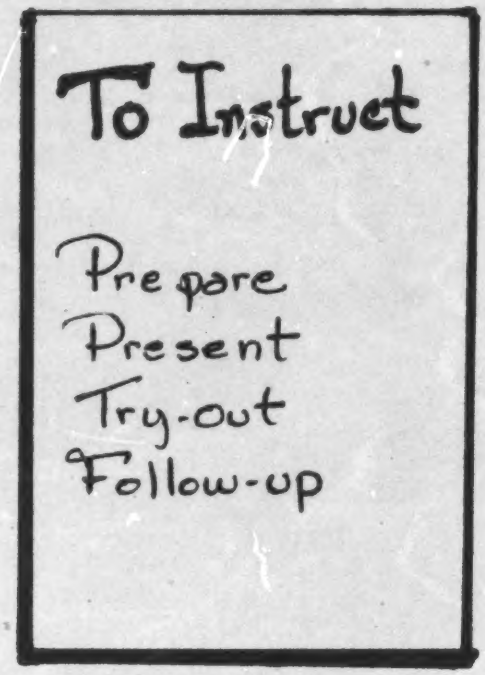


Figure II

step I

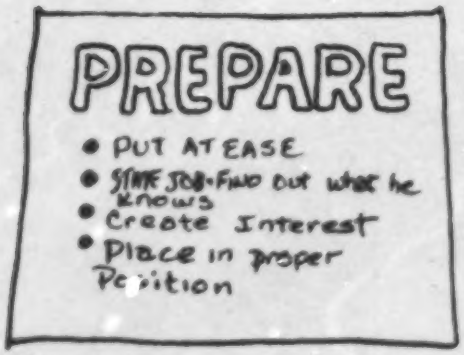


FIGURE 3

step II

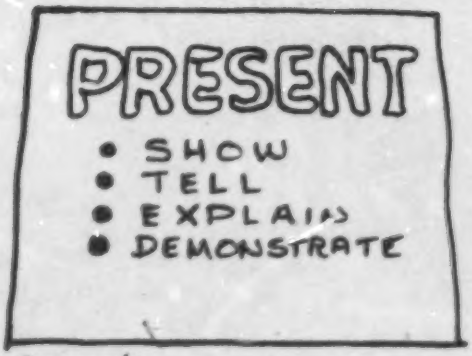


FIGURE 4

planning Instruction

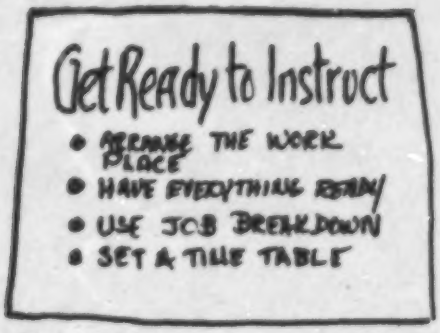


FIGURE 5

step III

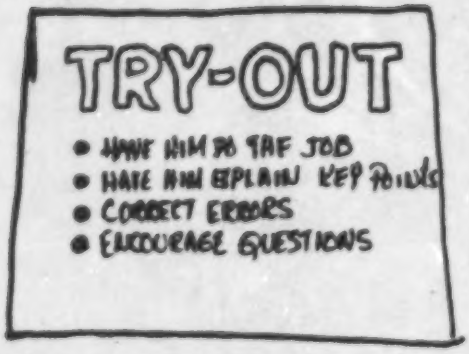


FIGURE 6

step IV

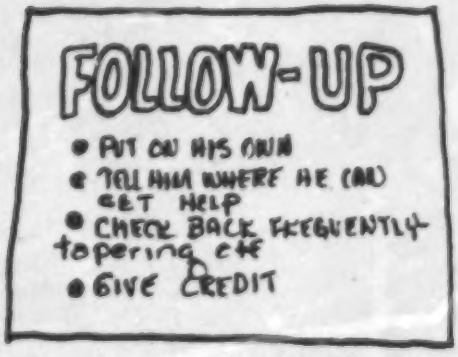


FIGURE 7

INSTRUCTORS

OUTLINE

GUIDE

MAJOR STEPS (WHAT DID I DO?)	KEY POINTS (HOW DID I DO IT?)

FIGURE NO. 9

18

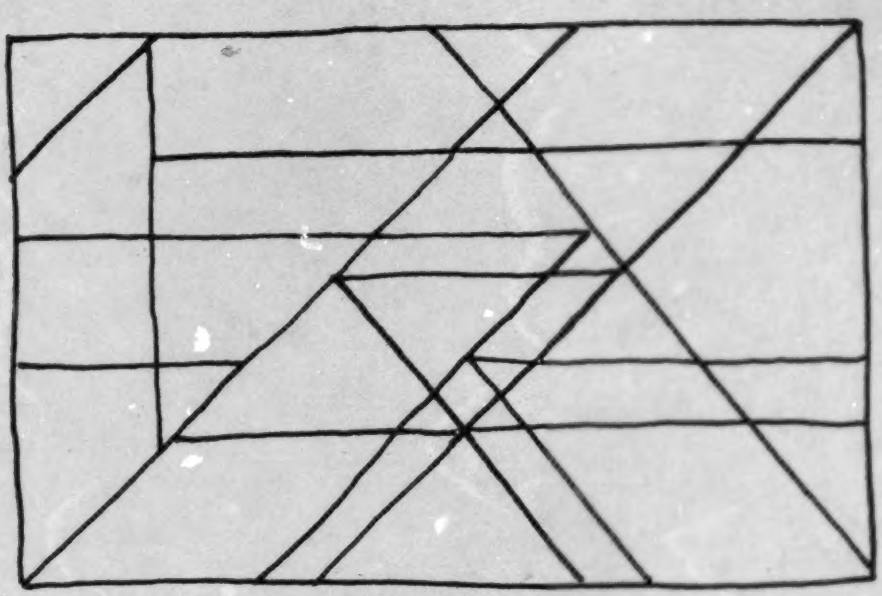
TIMETABLE EXAMPLE

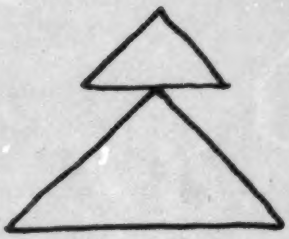
Day I - Prepare
Present

Day II - Try Out
Follow-up

Use the steps in "How to Instruct" to plan your timetable. Be sure to allow time for learning. A timetable need not be broken down into hours, minutes, etc., but should be scheduled to fit the amount of training which can be learned each day.

Figure No. 9A





A simple figure embedded in a complex one. See how long it takes you to locate the double triangle at the lower left in the complex figure above. The problem is somewhat like that of an employe learning a new task that is embedded in a background of detail and mystery. The learner must have help to know what to look for.

How do you help your learner?

FIGURE NO. 10

21

SAMPLE A
FIGURE NO. 11

22

SAMPLE B
FIGURE NO 12

SAMPLE C

FIGURE NO. 13

23

If you are unable to obtain the film from the world of work series, the following exercises are recommended in order to fulfill the objective of session I.

PROCEDURE

Start session with procedure No. 8; through "What Knowledge is necessary to be a supervisor?" and the summary to establish the definition of a supervisor as an instructor. (Arrows on pages 4 and 5 indicate start and stop points.)

Ask the group to think about, "what differences there are in people that we, as instructors should consider".

Prepare a list on blackboard.

Possible responses:

1. personality
2. height and weight
3. work experience
4. attitude
5. rate of learning
6. education

Tell the supervisors you would like them to participate in a simple fun project. Hand out triangle sheets face down, and ask them not to turn the sheets over.

TRIANGLE PROJECT

Give instructions on Triangle project. Tell group, "When I say turn over the page and begin, you should look at the drawing in the lower left hand corner of the sheet. After noting the drawing, look for the identical figure in the large rectangle in the upper section of the page. You are to identify this figure. When you do, raise your hand and I will come to you to see if you have identified it. Do not use pen or pencil on the sheet.

As time is our only measuring device, I will record the time it took you to locate the figure. (The instructor should write a column of numbers on the blackboard representing the number of people in the group. After each number he should record the time in seconds it took each person to find the triangle, up to 2 minutes.)

Draw the supervisor's attention to the times written on the blackboard. Inquire of those finishing, in shortest time, what background or experience factor assisted them.

Express the relationship of background or experience of the learner to the instruction in any given situation. The instructor should find out what the learner knows before instruction begins.

Show the correct puzzle answer to the group.

We see that the background of people helps them in activities. But are background and experience the only factors to help us do well in some unknown project?

PIRATE AND RABBIT PICTURE

I have another project. It is a picture inside a frame. I would like you to study the picture, mentally record all the details, and after I collect the papers, tell me what you saw.

Hand out papers, face down and ask group not to turn them over. Divide the group in half, mentally, and distribute picture "A" to one half and picture "B" to other half of group without revealing this division to the group. When all ready - say go! After 1½ minutes say "stop"! and collect papers.

Ask group, "What did you see?" (Write out responses on the blackboard.)

Possible responses:

1. 6 trees
2. 5 trees
3. a rock
4. a rabbit
5. a man's face
6. a road
7. a trail
8. a divided road, etc.

Set the large picture, drawn on poster board, on chart pad stand for group to observe. Ask them if they all see the same picture. There will be exclamations from the group that this was a trick, but it was the same picture with different emphasis which is based on their past experiences. Explain that possibly this is the way the new employe can differ from the instructor in seeing the same thing.

These two projects have helped us to recognize that background experience can help the learner and that perceptional differences should be considered by the instructor.

WHAT DID HE SAY? (WORD DEFINITIONS)

For still another illustration please take a sheet of blank paper and down the left margin write the numbers 1 through 5.

Everybody ready? (Pronounce words clearly but do not spell the words)

(After last word go to blackboard and write the words across the top edge. Down left edge write a number in sequence for each participant in the group.) Call on first person and ask him to tell you his response to each word pronounced. Continue until you have recorded the responses for each person in group.

BLACKBOARD LAYOUT

Run	Fire	Doll	Tight	Dog
Move Fast	Hose	Girl	Drunk	House
Stocking	Water	Toy	Loose	Pet
Water	Truck			
Baseball				

Draw the supervisor's attention to the responses on the blackboard, and develop the differences in semantics. Explain that this was an exercise in word definition based on the learning the individual has gained from his experiences. The same word does not necessarily mean the same to each person. Explain that it is very possible that the learner, you are instructing could respond to your job explanation in much the same way. The question to keep in mind is, does he understand you? Is your job jargon foreign to him?

To further emphasize the problem we, as instructors, have with words, for example let me relate this incident for you. The activity takes place at one of our milk plants where they have very large tubular tanks.

The new employe's job was to close down three large circular metal covers by fitting a bolt into slots on the edge of the metal cover and twisting a wing nut down on the cover.

The supervisor was explaining the job to the new man. He should first look into the tank to see if it was clean then fit the covers, three on each tank, and tighten them down.

Before the man had a chance to do the work the supervisor was called away. Upon leaving he said to the new man go ahead and tighten down the covers - I'll be back.

After the new employe had tightened the covers on about half of the tanks, the supervisor returned and asked - how are you doing? The man turned to the supervisor and handed him a handful of wing nuts and half bolts, which had snapped off.

The startled supervisor asked what happened. The man said - you said tighten the covers down, so I got a wrench and tightened them down. The supervisor replied - I just said tighten them.

The question here is, how tight is tight. The supervisor had meant finger tighten. The man's past experience led him to use a wrench. So far this session we have covered several areas in which people differ in their learning ability, and in areas we as instructors should be interested. To summarize what we have covered so far today, we first discussed what differences in people, we, as instructors, should consider (refer to laundry list). Then we developed a list of what we mean by experience and through the triangle project we saw the application of how people differ in what they see based on past experience. To show how past experience places emphasis on how we see a situation we used the pirate and rabbit picture. Finally, through word definition we found how we are influenced by the jargon of our past experiences. We heard that which we have learned to hear.

CLIMATE

I would like you to consider the word "climate". What does this mean to you? (Write responses on blackboard).

Possible responses are:

1. weather
2. location
3. atmosphere
4. working surroundings

Make a laundry list on the blackboard. When the responses end turn to the group and ask for two volunteers. After two have volunteered, ask them to leave the room for a few minutes.

After they are out of the room tell the rest of the group that climate is the relationships between employes and the surrounding conditions found in their work area. Climate can be either positive or negative. To show illustrations of this we will attempt to develop a false climatic situation.

The instructor should say, "I am going to ask the two volunteers to come into the room one at a time. I will then ask each to draw a flower growing in a flower pot on the blackboard. I don't know that either person is an artist or can draw.

POSITIVE CLIMATE

Now when the first person comes in I want you to create a positive climate. Praise the flower or the pot or the technique used anything to make the person feel good. Be careful to sound sincere.

NEGATIVE CLIMATE

After the first person has completed I will call in the second. Then I want you to help create a negative climate. Criticize or degrade the drawing as you try to cause the person to show a reaction." (At this point the instructor should be careful not let the group cause any real personal injury to the volunteer).

"I can't participate in this project because it must look spontaneous. Are there any questions?"

Call first person in, hand him chalk and eraser, and ask him to draw a flower pot and flower on the blackboard.

If the group is slow in starting to create the climate, you can stimulate discussion by asking--"How does the group feel about this drawing?"

Call the second person in and repeat the instructions to him.

When the second person completes his work, thank both participants for their work.

Ask the first volunteer about his reaction to the group. When he has answered ask the other volunteer about his reaction to the group. Explain for the benefit of the two volunteers that climate is also attitude in the work area. That for the benefit of all we tried to create a positive and negative climate. It is not only a supervisory responsibility but a definite advantage to us to maintain a positive working climate.

Most new employes will come to us with a feeling of apprehension or possess a degree of negative based on fear and a desire to do well in a new situation. The supervisor as an instructor must maintain a positive climate in the work area, trying to erase this negative feeling and build a positive reaction in the new employe toward the job. We have covered many areas to illustrate individual differences, and used the projects to help emphasize these differences.

We found that people with varying backgrounds and experience react differently to new work experiences was shown by using the triangle project.

The pirate and rabbit project gave us insight into differences in the individual's perceptions based on their previous experiences.

We found how differently we respond to the same words and how we react to climate.

Resume supervisory training at procedure No. 10 - Page 6.

Supplies needed for exercises.

Session I

1. Name tags if you plan to use them
2. a. film - from world of work series
   b. 16 MM projector
3. Questions for discussions
4. Towels for each member of the group
5. Blackboard, chalk and eraser
6. Three foot piece of wire for underwriter's knot

Session II

1. Three foot piece of wire for underwriter's knot
2. Visual aids
3. Flannel board
4. Completion certificate

Certificate of Completion

This is to certify that _____

has completed the PROJECT SKILL SUPERVISOR TRAINING

_____

Awarded this ___ day of _____, 19___

_____

_____ _____

PROJECT DIRECTOR Program Trainer